Manitoba

Education, Citizenship and Youth

School Programs Division

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February 2006

TO: Superintendents of Education
Chairs of School Boards
Student Services Administrators
Principals of Schools (Kindergarten to Senior 4)
Presidents of Advisory Councils for School Leadership/Parent Councils (Kindergarten to Senior 4 Schools)
First Nations Education Authorities

Dear Colleagues:

RE: *Appropriate Educational Programming in Manitoba: Standards for Student Services*

Manitoba Education, Citizenship and Youth is pleased to present *Appropriate Educational Programming in Manitoba: Standards for Student Services*. This policy document provides standards that will assist school divisions in setting direction and planning for the implementation of appropriate educational programming. The standards reflect the basic requirements or minimum practices and services that should be available to all students in Manitoba.

This policy document includes the following components:

- Philosophy of Inclusive Education—highlights Manitoba's philosophy of inclusion and guiding principles.
- Introduction—provides an overview of the document and discusses the underlying principles upon which the document is based, including human rights and responsibilities and inclusive schools.
- Standards for Student Services—addresses the role of standards in setting direction and in planning for appropriate educational programming. Standards are described in the following nine areas:
  - — policy
  - — access
  - — early identification
  - — assessment
  - — planning in education
  - — student discipline
  - — dispute resolution
  - — co-ordinated services
  - — professional support
- Glossary—defines terms related to appropriate educational programming.
- Appendix—outlines Principles of Full Citizenship: A Manitoba Provincial Strategy on Disability.
- References—cites resources used in the development of this document.

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A limited number of additional copies of the document are available until March 31, 2006, from:

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After March 31, 2006, you may order copies of this document from the Manitoba Text Book Bureau (MTBB stock number 80524). MTBB can be contacted online at <http://www.mtbb.mb.ca/>, or by mail at:

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130–1st Avenue West
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This document is also available online on Manitoba Education, Citizenship and Youth's website at: <http://www.edu.gov.mb.ca/ks4/specedu/documents.html>.

Please send any extra copies of *Appropriate Educational Programming in Manitoba: Standards for Student Services* to your school division office for redistribution to schools that require additional copies. Alternatively, please contact Phyllis Kuncewicz regarding any extra copies and she will arrange for their return to Manitoba Education, Citizenship and Youth.

Inquiries related to the content of this document may be referred to:

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We hope that you find *Appropriate Educational Programming in Manitoba: Standards for Student Services* to be a useful resource. We welcome your comments and invite you to complete the attached feedback form. Please fax it to my attention at (204) 948-2291.

Sincerely,

Joanna Blais
Acting Director
Program and Student Services Branch

Enclosure

c. Phyllis Kuncewicz, Administrative Assistant
Brenda McKinney, Chief Operating Officer, Manitoba Text Book Bureau
Marilyn Taylor, Acting Coordinator

Feedback Form

Manitoba Education, Citizenship and Youth welcomes your response to the enclosed document and invites you to complete and return this feedback form.

Document Title: *Appropriate Educational Programming in Manitoba: Standards for Student Services*

Document Type: Policy

1. Please indicate your role in the learning community.

☐ Parent ☐ Teacher ☐ Resource Teacher ☐ School Administrator ☐ Counsellor

☐ School Trustee ☐ School Division/Education Authority Administrator

☐ Other: _____

2. Please indicate which format(s) of the document you used.

☐ Print Copy ☐ Online Posting ☐ Both Formats

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The document content is	Strongly Agree	Agree	Disagree	Strongly Disagree
a. appropriate for its intended purpose	1	2	3	4
b. suitable for a variety of learning styles (e.g., visuals, graphics)	1	2	3	4
c. clear and well organized	1	2	3	4

Comments: _____

4. How effectively does this document address the needs of your learning community or organization? Please explain.

.../2

Document Title: *Appropriate Educational Programming in Manitoba: Standards for Student Services*

Feedback Form, Page 2

5. Explain which aspect(s) of the resource you found to be

   a. most useful: _____

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6. Additional comments: _____

7. May we contact you for further information? ☐ Yes ☐ No

   If yes, please provide the following:

   Name: _____

   School: _____

   Phone: _____ Fax: _____

Thank you for taking the time to provide valuable feedback.

Please return the completed feedback form to:

Joanna Blais
Acting Director, Program and Student Services Branch
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Manitoba
Building for the Future

Appropriate Educational Programming in Manitoba

Standards for Student Services

2006

Manitoba

Building for the Future

APPROPRIATE EDUCATIONAL PROGRAMMING IN MANITOBA

Standards for Student Services

2006

Manitoba Education, Citizenship and Youth

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Manitoba Education, Citizenship and Youth has made every effort to ensure this document reflects the intent of existing constitutional and provincial human rights legislation. Nothing in this document releases the obligation of school divisions and schools to be in compliance with the above as well as other requirements which may be imposed by law.

This document is also available on the Manitoba Education, Citizenship and Youth website at:
www.edu.gov.mb.ca/ks4/specedu/documents.html

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Appropriate Educational Programming in Manitoba: Standards for Student Services has been developed through the hard work and commitment of many individuals and organizations over the past two and a half years as part of the consultation process on *Bill 13—The Public Schools Amendment Act (Appropriate Educational Programming)*. Manitoba Education, Citizenship and Youth would like to express sincere thanks to everyone who has contributed to this extensive development process. Together, we have set a direction for supporting all our students in both the academic and social life of our schools.

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PHILOSOPHY OF INCLUSIVE EDUCATION

- *The Public Schools Act* (Manitoba)
- *Appropriate Educational Programming in Manitoba: Extending Genuine Learning and Social Experiences for All School Communities, Consultation Summary* (Manitoba Education, Citizenship and Youth)

Manitoba Philosophy of Inclusion

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people.

> Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.
>
> In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

The Public Schools Amendment Act (Appropriate Educational Programming), S.M. 2004, c.9, proclaimed on October 28, 2005, reflects Manitoba's commitment to providing all students with appropriate programming that supports student participation in both the academic and social life of schools. The legislation and regulations affirm what many school divisions already practise and clarify for parents and school divisions the obligation to provide appropriate educational programming for each student.

Changes to the act have been developed with the input of hundreds of parents, teachers, students and others involved in the province's educational system. Numerous organizations and individual Manitobans contributed significant time and effort to shape this legislation, which sets the framework for appropriate programming for students with diverse needs. It also provides a dispute resolution process if disagreements arise about the appropriateness of the educational programming a school board provides for a student with an individual education plan (IEP) in place.

The consultation process defined appropriate educational programming as:

> a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students.

This philosophy of inclusive education is integral to *Appropriate Educational Programming in Manitoba: Standards for Student Services*.

INTRODUCTION

- *Canadian Charter of Rights and Freedoms* (Canada)
- *The Education Administration Act* (Manitoba)
- *The Human Rights Code* (Manitoba)
- *The Public Schools Act* (Manitoba)

Appropriate Educational Programming in Manitoba: Standards for Student Services embodies the spirit of human rights legislation and regulations, elaborates upon the education regulations and establishes standards for school divisions in the areas addressed throughout the consultation process. The standards provide school divisions with a framework to use in developing a local policy for appropriate educational programming.

Rights and Responsibilities

All policy and practice must comply with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code* of Manitoba, which specify that there must be reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship due to cost, risk to safety, impact on others or other factors.

Rights and responsibilities related to education in Manitoba are defined in *The Public Schools Act* and in *The Education Administration Act*. School boards are required to provide each resident and enrolled student with adequate school accommodation, and are required to provide access to appropriate educational programming for all students within their schools. Appropriate educational programming for most students is the provincial curriculum. Students who are unable to access the regular curriculum require an IEP.

This document promotes consistent and enhanced quality of educational practice within the province, so that irrespective of location, students can access appropriate educational programming and services.

As the educational leaders in schools, principals have, subject to *The Public Schools Act* and the direction of the school board, a responsibility for the education of all students in their schools and for the staff of the school division under their direction.

The standards contained in this document apply to all grades from kindergarten to senior 4 and all educational programming for students who are eligible to attend public and funded independent schools. This document supports Manitoba's goal of providing all learners with appropriate learning opportunities that will meet their needs and improve their success in school and in the community.

Parents* have a right and a responsibility to be involved in their children's education. It is the obligation of schools and parents to make the best educational interest of students the paramount consideration for decision-making and educational programming.

Parents are valued partners in education. To ensure the ongoing participation and support of parents in the education of all students, it is important that they are involved in meaningful ways. For some parents, this could mean providing an interpreter or, for others, having a supporting person accompany them to school meetings.**

Inclusive Schools

Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, be accepted and enjoy all the benefits of citizenship.

Inclusive schools should be aware of the concept of universal design, originally an architectural term referring to the process of creating systems, environments, materials and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations.

When applied to the field of education, the concept of universal design means that school communities, including teachers, develop plans for the full diversity of their student population. In education, universally designed schools, classrooms, curricula and materials provide all students with access to the resources they require, regardless of their diverse learning needs.

In an inclusive school, all students are provided with the supports and opportunities they need to become participating students and members of their school communities. Collaboration among home, school and community is imperative. Core values and beliefs include:

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All students want to feel they belong and are valued.
- All students have the right to benefit from their education.

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* The term "parents" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education. This term may also apply to a student who has reached the age of majority.

** In any meeting that occurs, there is an expectation of civility, and, should the process be undermined by a person's behaviour, the meeting could be suspended.

- All students come from diverse backgrounds and want their differences to be respected.
- Students learn in different places and locations.
- All students have the right to appropriate educational programming.
- The provincial curriculum should be the starting point for educational programming.
- Parents and students must be involved in the individual education planning process.
- The IEP is the basis for decision-making for students with exceptional learning needs.
- The number of individuals involved in a student's planning will increase as the complexity of the needs increases.

School-Based Student Services Support Teams

Student services in Manitoba schools support all students, including those with exceptional learning needs.

> Students with exceptional learning needs are those who require specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs that affect their ability to meet learning outcomes.

The school-based student services support team typically includes a school administrator, resource teacher(s), counsellor(s), classroom teacher(s) and others who have responsibility for students with exceptional learning needs. The team is important in helping schools develop exemplary practice in inclusion and in promoting the planning, development and monitoring of IEPs for students in all aspects of their school life. In cases where students require an IEP, a member of the school-based student services support team is generally designated as case manager.

Document Content and Organization

Appropriate Educational Programming in Manitoba: Standards for Student Services contains the following components:

- **Standards for Student Services:** This section of the document outlines standards and accepted practices that define appropriate educational programming for Manitoba students.
- **Glossary:** Terms related to appropriate educational programming are defined in the glossary.
- **Appendix:** The appendix outlines Principles of Full Citizenship: A Manitoba Strategy on Disability.
- **References:** Resources used in the development of this document are cited in the references.

The legislation, regulation, policies, protocols, guidelines and documents related to each standards area are referred to on the left-hand side of the pages in this document.*

* This list is subject to revision and is not exhaustive. It is intended to serve as a guide. School divisions are responsible for keeping up to date on changes in requirements.

STANDARDS FOR STUDENT SERVICES

Standards will assist school divisions in setting direction and planning for the implementation of appropriate educational programming. They reflect the base or minimum practices and services that should be available to all students in Manitoba. These standards are developed in accordance with Manitoba Education, Citizenship and Youth's regulations, policies and Philosophy of Inclusion.

This document outlines standards and provides direction to define appropriate educational programming for Manitoba students in the following areas:

- policy
- access
- early identification
- assessment
- planning in education
- student discipline
- dispute resolution
- co-ordinated services
- professional support

- *The Education Administration Act* (Manitoba)
- *The Human Rights Code* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Full Citizenship: A Manitoba Provincial Strategy on Disability* (Manitoba Family Services and Housing)
- *Policy Guidelines for Transportation of Students with Special Needs* (Manitoba Education, Citizenship and Youth)
- *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports* (Manitoba Education, Citizenship and Youth)

Policy

Manitoba school divisions review local policy regularly. The policy in a school division applies to all its staff and students, and therefore has a broad scope. It is important that school divisions consider the changes to legislation, regulation and government policy or guidelines when they revise existing policy and develop new policy.

While in practice or in policy most Manitoba school divisions meet many of the standards for student services outlined in this document, it is imperative that they now review and implement the identified standards.

A. School divisions should:

1. revise existing policy and develop new inclusive education policy to ensure compliance with existing constitutional and provincial human rights legislation and with provincial legislation, regulation, policy and guidelines
2. ensure that local written policies and procedures are developed, kept current, implemented and made available to the public, and are consistent with standards for student services outlined in this document, provincial legislation, regulation, policy and guidelines
3. make available to the public written descriptions of local educational programming and programming options for students with exceptional learning needs
4. ensure that written local policies and procedures reflect standards for student services and appropriate educational programming
5. ensure that inclusive and appropriate educational principles are considered when creating new policy, and that the policy
   - is inclusive of all persons
   - respects the rights and needs of all persons
   - avoids unintended negative outcomes
   - reflects the goals of equity and fairness for all*

* See the appendix for the principles identified in *Full Citizenship: A Manitoba Provincial Strategy on Disability* (Manitoba Family Services and Housing, Appendix). This resource is available online at www.gov.mb.ca/dio/english/citiz/.

- Philosophy of Inclusion (Manitoba)
- *Canadian Charter of Rights and Freedoms* (Canada)
- *The Education Administration Act* (Manitoba)
- *The Freedom of Information and Protection of Privacy Act* (Manitoba)
- *The Human Rights Code* (Manitoba)
- *The Personal Health Information Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Guidelines on the Retention and Disposition of School Division/District Records* (Manitoba Education and Training)
- *Supporting Inclusive Schools: A Handbook for Student Services* (Manitoba Education, Training and Youth)

Access

All students in Manitoba are entitled to have access to an education under *The Public Schools Act*. Some students will require accommodation such as adaptations, curricular modifications or individualized programming to enable and improve learning.

Placement policies shall comply with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code*, which state that one cannot discriminate on the basis of physical or mental disability or any other protected characteristic.

The first and foremost consideration in the placement of all students is the right to attend the designated catchment school for their residence in a regular classroom with their peers or in a program designated by the school board if the school does not provide it. This includes the four provincially recognized programs: English, French Immersion, Français and Senior Years Technology Education.

Access to learning should be maximized in consideration of universal design principles in all planning processes. In education, universally designed schools, classrooms, curricula and materials provide all students with access to the resources they need, regardless of their diverse learning needs. This may include the design of:

- flexible curricular materials and activities that make learning outcomes achievable by students with wide differences in abilities
- schools with elevators and ramps
- open, adaptable classroom spaces and recreational facilities
- floor-to-ceiling bulletin boards, chalkboards and whiteboards
- technologies that not only support teaching practices, but also allow the greatest number of learners to participate in the curriculum

Ongoing research on universally designed instruction continues to examine how to meet every student's needs.

School divisions shall provide reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis. *The Human Rights Code* specifies that there must be reasonable accommodation of students' special needs unless they demonstrably cause undue hardship due to cost, risk to safety, impact on others or other factors.

- *The Buildings and Mobile Homes Act (Manitoba Building Code)* (Manitoba)
- *The Education Administration Act* (Manitoba)
- *The Human Rights Code* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.)
- *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.)
- *Information Sharing Protocol under the* Youth Criminal Justice Act *(Canada) for the Sharing of Youth Criminal Justice Information with Manitoba Schools by Manitoba Justice and Police Officers* (Manitoba Justice, and Manitoba Education, Citizenship and Youth)
- *Interdepartmental Protocol Agreement for Children/ Adolescents with Severe to Profound Emotional/ Behavioural Disorders* (Manitoba Education and Training, et al.)
- *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
- *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* (Children and Youth Secretariat, et al.)
- *Policy Guidelines for Transportation of Students with Special Needs* (Manitoba Education, Citizenship and Youth)

A. School divisions shall:

1. provide all students with the same minimum number of hours of instruction, and document in the IEP any reduction or alterations in the school day (Manitoba Regulation [MR] 101/95)
2. make reasonable efforts to modify structures, remove barriers or arrange appropriate transportation to an accessible educational setting if a placement cannot be made because of physical barriers (*The Human Rights Code*)
3. provide parents with the transportation policy for students who are attending school outside the catchment area (MR 155/05)
4. reasonably consider barrier-free access and universal design principles in planning for all new construction and significant renovation (MR 164/98)
5. provide parents new to the school division with the accessibility information they request on each school in the division (*The Public Schools Act* [*PSA*] 58.6, MR 468/88)
6. transfer pupil record information according to existing *Manitoba Pupil File Guidelines*
7. forward pupil files (school records) within one school week of receiving such a request from the receiving school (MR 468/88)*
8. implement a transition to school plan in a timely manner according to the interdepartmental transition protocols (MR 155/05, provincial transition protocols)
9. develop a personalized transportation plan (PTP) for students who require transportation due to exceptional needs according to the *Policy Guidelines for Transportation of Students with Special Needs*
10. ensure that school-related activities such as assemblies, sports days and field trips reasonably accommodate the needs of all students (MR 155/05)
11. begin educational programming within 14 days after the student seeks to be enrolled, regardless of whether that school has received the student's pupil file (MR 155/05)

B. School division policy on **access** should:

1. clearly outline for parents and school staff how placement decisions are made

* Pupil files must be forwarded within one school week, or if the time limit expires on a day when the school is not open for any reason during its regular hours of business or because it is a holiday, the time limit is extended to the next day the school is open or to the day following a holiday.

2. include direction to schools with respect to placement if the catchment school for their residence is not able to meet students' individual needs, as determined in consultation with the parents and the school team
3. state that the placement of students in locations other than the catchment school for their residence shall be reviewed annually or when students' needs warrant review
4. ensure that no student shall be unreasonably denied admittance to school due to transfer of information issues
5. state that students shall not be denied educational programming for more than two weeks pending the transfer of cumulative files, specialist reports, IEPs and other pertinent information
6. state that school-related activities such as field trips, assemblies and sports days shall be accessible and planned to manage risk and reasonably accommodate the needs of all students*
7. provide direction for staff and parents on how to reasonably accommodate the needs of all students, including direction on
   - access to information
   - procedures
   - roles and responsibilities
   - the continuum of programming available in the school division
   - transportation
   - a process for local dispute resolution

* This policy is not intended to restrict the activities of the classroom but to ensure inclusion of all students in the planning process.

- *The Public Schools Act* (Manitoba)
- *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.)
- *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.)
- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (Manitoba Education and Training)
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders* (Manitoba Education and Training, et al.)
- *Unified Referral and Intake System (URIS) Policy and Procedure Manual* (Manitoba Family Services, Manitoba Education and Training, and Manitoba Health)
- *Your Child and the Grade 3 Assessment* (Manitoba Education, Training and Youth)
- *Your Child and the Grade 3 and Grade 4 Assessment* (Manitoba Education, Training and Youth)

Early Identification

Manitoba school divisions regularly assess the learning of all students. Assessment and reporting are integral to all school programs: English, French Immersion, Français and Senior Years Technology Education. Through ongoing assessment, some students may be identified as having exceptional learning needs.

Early identification refers to the process used to identify students with exceptional learning needs in preschool, kindergarten, the early years or as early as possible in students' education before or after their entry into school. Classroom-based assessment is critical to the early identification of exceptional learning needs.

A. School divisions shall:

1. ensure that a student is not denied educational programming pending
   - the conduct of any assessment, or
   - the preparation of an IEP (MR 155/05)

B. School divisions should:

1. make division policy on early identification available to parents, other community agencies and government departments
2. make reasonable efforts to involve parents, other community agencies and government departments in early identification and intervention processes
3. request information from parents that is relevant to planning and implementing their children's educational programming upon school entry
4. determine the screening tools and assessment procedures to be used in early identification

C. School division policy on **early identification** should:

1. outline a process for identification of early learning needs that includes screening for early identification from kindergarten to grade 4
2. outline what information is required for planning and implementing a student's educational programming upon school entry
3. outline a process to be followed when students are not meeting the expected learning outcomes*

* Expected learning outcomes are identified in the regular curriculum and include social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic and health outcomes.

- *The Public Schools Act* (Manitoba)
- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (Manitoba Education and Training)
- *Reporting on Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement with School in the Middle Years* (Manitoba Education, Citizenship and Youth)
- *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents* (Manitoba Education and Training)
- *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4: A Resource for Senior Years Schools* (Manitoba Education and Training)
- *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years: A Resource for Senior Years Schools* (Manitoba Education and Training)
- *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4: A Resource for Senior Years Schools* (Manitoba Education and Training)
- *Your Child and the Grade 3 Assessment* (Manitoba Education, Training and Youth)
- *Your Child and the Grade 3 and Grade 4 Assessment* (Manitoba Education, Training and Youth)

Assessment

In accordance with *The Public Schools Act*, Manitoba school divisions have an obligation to conduct regular assessments of student learning and to report to parents at the regular reporting periods.

Teachers use assessment to determine how students are progressing and to guide and improve instruction for all students. Student assessment may take the form of teacher observation, portfolios, outcome rubrics, classroom testing and provincial assessments. For some students, where indicated, specialized assessments may be needed. Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.

Specialized assessments are conducted by qualified professionals on an individual basis to determine what factors are affecting the student's learning and what approaches would assist the student to meet the learning outcomes in the classroom.

A. School divisions shall:

1. use the information gathered by the classroom teacher as the first source of information regarding student learning (MR 155/05)
2. use assessment results to guide programming decisions for the student (MR 155/05)
3. ensure qualified professionals who are designated by the school board or the principal conduct specialized assessments, interpret results, follow principles of fair assessment practices and provide parents and classroom teachers with programming recommendations (MR 155/05)
4. use qualified professionals and other service providers and involve parents to complete specialized assessments when appropriate (MR 155/05)
5. ensure that school teams, including parents when possible, are responsible for developing student-specific outcomes where indicated by the assessment process (MR 155/05)

B. School division policy on specialized **assessment** should:

1. include written procedures for referral of students who require specialized assessments, including parent and student input, teacher observation, formal and informal assessment measures and assessments by school team members and other members of support services
2. outline the process for informed consent and parental consent for information sharing

3. direct staff to prioritize referrals for specialized assessments based on needs or requirements
4. provide timelines on specialized assessments, including timelines for follow-up meetings, reporting of results and written reports
5. direct staff to ensure that assessment results are written and interpreted for parents in a way that is clearly understood, keeping in mind the parents' language and literacy needs
6. comply with the expectations outlined by the standards and guidelines set by professional organizations for their members
7. provide direction on using assessment results to make programming decisions, develop IEPs and assign support services
8. identify a process for using assessment data to evaluate individual progress and programming decisions for students with exceptional learning needs

Principals are responsible for:

1. ensuring that a student is assessed as soon as reasonably practicable and referred for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and accommodations

- *The Freedom of Information and Protection of Privacy Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *FRAME Report 2004/05 Budget* (Manitoba Education, Citizenship and Youth) FRAME: Financial Reporting and Accounting in Manitoba Education
- *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
- *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports* (Manitoba Education, Citizenship and Youth)
- *Working Together: A Handbook for Parents of Children with Special Needs in School* (Manitoba Education, Citizenship and Youth)

- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (Manitoba Education and Training)

Planning in Education

Student Services Planning

Manitoba school divisions and schools are required to engage in a process of planning in education and reporting progress toward meeting identified outcomes annually. It is important to involve the community, parents, and students in planning. Planning in education includes school division, school, classroom and student-specific planning.

Planning in school divisions and schools to meet the needs of all students in the school division is a priority. Teachers plan to meet the needs of students in their classes and use instructional practices for a diverse group of learners. For a small number of students who have exceptional learning needs, the teacher, parents, students (when appropriate) and school team plan specifically for the individual students.

A. School divisions shall:

1. annually engage in planning, assessment, monitoring and reporting to parents and the community on school division and school goals (*PSA* 41[1], 58.1, 58.6), including
   - supports and services available to students
   - information on how to access the supports and services
   - information on expenditures related to student services

Individual Education Planning

School divisions may develop student-specific plans where students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum. Likewise, many students who are able to access the regular curriculum may require a variety of interventions or support in the areas of health care, remediation or technological adaptations. Parents should be included in planning, and progress should be monitored, documented and reported to parents.

When a school team has identified that a student has exceptional learning needs that require student-specific outcomes that are additions to, are different from, or exceed the curricular outcomes, then an individual education planning process should occur.

- *The Education Administration Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.)
- *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.)
- *Information Sharing Protocol under the* Youth Criminal Justice Act *(Canada) for the Sharing of Youth Criminal Justice Information with Manitoba Schools by Manitoba Justice and Police Officers* (Manitoba Justice, and Manitoba Education, Citizenship and Youth)
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders* (Manitoba Education and Training, et al.)

Manitoba Education, Citizenship and Youth requires an individual education plan (IEP) when

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes
- a student receives Special Needs Funding Level II or III
- a student is determined to be eligible for the English as a Second Language (E) designation, the Modified (M) course designation or the Individualized Programming (I) designation in senior 1 to senior 4

It is the practice of most schools to identify in a student's IEP the academic, social, emotional or behavioural outcomes that are required to support student learning in the classroom. Student-specific outcomes differ from the curricular outcomes.

School divisions use a variety of terms to identify the written document for the individual education planning process. For example, some may use the term behaviour intervention plan (BIP) or individual transition plan (ITP).

A. School divisions shall:

1. provide parents with the opportunity to participate in decisions that affect students' education (*PSA* 58.6, MR 155/05)
2. provide parents with the information needed to make informed decisions (*PSA* 58.6)
3. involve parents in planning, problem solving and decision-making related to student-specific outcomes (*PSA* 58.6, MR 155/05)
4. require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (MR 155/05)
5. ensure that written IEPs are developed, revised, implemented, monitored and evaluated at least annually for all students identified as having exceptional learning needs (*PSA* 58.6, MR 155/05)
6. inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (*PSA* 58.6, MR 468/88)
7. involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (MR 155/05)
8. include in each IEP information about the student's current level of performance and achievement relative to identified learning outcomes in the provincial curriculum and/or the student-specific outcomes (MR 155/05)

- *The Education Administration Act* (Manitoba)
- *The Freedom of Information and Protection of Privacy Act* (Manitoba)
- *The Personal Health Information Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
- *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* (Children and Youth Secretariat, et al.)

9. ensure that students who have reached the age of 16 have a transition plan where required according to interdepartmental protocol agreements (MR 155/05, provincial transition protocols)
10. identify school principals as being accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs (MR 155/05, MR 468/88)
11. document, in the IEPs, the formal review of students' progress, at the schools' regular reporting periods (*PSA* 58.6, MR 155/05, MR 468/88)
12. ensure that access to IEPs and student records complies with the *Manitoba Pupil File Guidelines*, *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*

B. School division policy on **planning in education** should:

1. provide teachers of students with exceptional learning needs with access to related professional learning opportunities
2. ensure that schools have access to the necessary supports to provide consultation, planning and problem solving related to programming for students with exceptional learning needs
3. obtain written informed parental confirmation on IEPs to indicate involvement in the IEP development process
4. document the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns in cases when parents refuse to participate in the IEP process

Principals are responsible for:

1. ensuring that an IEP is prepared for a student who is unable to access the regular curriculum
2. ensuring that the IEP
   - is prepared with the assistance of the student's teacher(s) and other in-school personnel
   - takes into account the student's behavioural and health-care needs (if any)
   - is consistent with provincial protocols respecting a student's transition to and from school
   - is updated annually, or sooner if required by a change in the student's behaviour or needs
3. ensuring that a student's parents and the student, if appropriate, are given the opportunity to participate in preparing and updating the student's IEP and to be accompanied and assisted by a person of their choosing

- *Canadian Charter of Rights and Freedoms* (Canada)
- *The Youth Criminal Justice Act* (Canada)
- *The Human Rights Code* (Manitoba)
- *The Education Administration Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth)

Student Discipline

All school division policy on discipline must be consistent with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code*.

Manitoba school divisions are responsible for developing policy on discipline of all students and ensuring parents and students know and understand the policy. For some students, the school division, school or educator will need to approach discipline in a manner that considers the student's exceptional learning needs, including whether:

- the student was able to access the information
- the student could understand the policy or rules
- the disciplinary actions used for the majority of students are appropriate for the student

Student discipline policy in school divisions shall be revised to comply with changes in regulations, particularly with respect to the expulsion of students under the age of 16.

A. School divisions shall:

1. provide reasonable accommodation for students who have exceptional learning needs that affect their behaviour, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required (MR 468/88)
2. communicate the policy on discipline to school division staff, parents and students at the beginning of each school year or upon the registration or enrollment of new students during the year (*PSA* 58.6, MR 77/05)
3. require schools to keep records on the nature and duration of all suspensions, both in-school and out-of-school; schools are encouraged to use this data as part of the school planning and reporting process (MR 468/88)
4. offer and arrange alternative programming for students who are suspended for more than five days* (MR 468/88)
5. offer and arrange alternative programming for students under the age of 16 who are expelled* (MR 468/88)

* Alternative programming may range from work at home, to alternative courses at a different location or distance learning, depending on the student's needs and the length of the suspension.

B. School division policy on **student discipline** should:

1. include direction to schools on discipline of students with exceptional learning needs
2. identify a process that must be followed to inform parents and ensure safety any time a student is sent home for disciplinary reasons
3. incorporate a continuum of supports, including positive and preventive approaches and strategies, as well as consequences corresponding to the nature, severity and frequency of the behaviour or infraction
4. identify a re-entry process that includes timelines involving the students, parents and appropriate school team members for students who are suspended, and ensure re-entry occurs on the day following the suspension
5. direct staff to develop a written plan for students who have been suspended out of school more than two times during a school year

- *Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process* (Manitoba Education, Citizenship and Youth)
- *Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities* (Manitoba Education, Citizenship and Youth)

Dispute Resolution

School divisions and parents sometimes disagree about the education of students, and it is necessary that a timely, fair and open dispute resolution process be available at the local school and school division levels.

Manitoba school divisions must have a process that protects the rights of students and parents and addresses differences of opinion about the education of students. It is always important that the partnership between schools and parents is strong and that issues are resolved at the local level whenever possible. The education of students with exceptional learning needs involves an even closer working relationship, as parents are integral members of the individual education planning team.

A. School divisions should:

1. develop and make accessible to parents local policy on communication and dispute resolution at the school and school division levels
2. make all reasonable attempts to resolve disputes informally, including using dispute resolution processes, such as mediation
3. advise parents of their right to make a formal appeal (within 14 days) of decisions about their children's educational programming and of their right to be accompanied by a supporting person
4. inform parents of the appeal procedures of the school board
5. advise parents of their right to request formal dispute resolution through Manitoba Education, Citizenship and Youth when efforts to resolve the issues locally at the school and school division levels have failed

B. School division policy on **dispute resolution** should:

1. have written procedures for timely, fair and open dispute resolution and appeals at the local school and school division levels
2. identify alternative dispute resolution processes that are culturally appropriate
3. establish written procedures to hear appeals from parents or students (where applicable) about decisions that significantly affect the educational programming and placement of students with IEPs in place

- *The Public Schools Act* (Manitoba)
- *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.)
- *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.)
- *Information Sharing Protocol under the Youth Criminal Justice Act (Canada) for the Sharing of Youth Criminal Justice Information with Manitoba Schools by Manitoba Justice and Police Officers* (Manitoba Justice, and Manitoba Education, Citizenship and Youth)
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders* (Manitoba Education and Training, et al.)
- *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
- *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* (Children and Youth Secretariat, et al.)
- *Unified Referral and Intake System (URIS) Policy and Procedure Manual* (Manitoba Family Services, Manitoba Education and Training, and Manitoba Health)

Co-ordinated Services

Manitoba school divisions work collaboratively with government and non-government agencies to provide a range of supports and services for students. It is not unusual for health or law-enforcement authorities, for example, to work in partnership with school divisions or schools.

For students who have exceptional learning needs, it is often essential that there be an inter-agency or co-ordinated plan that involves many interested parties. The Healthy Child Committee of Cabinet* has signed interdepartmental agreements directing their departments to participate in a collaborative process for students who

- have exceptional learning needs
- are in the care of child welfare
- have special health-care needs
- are involved in youth justice issues
- have profound emotional and behavioural difficulties

A. School divisions shall:

1. make reasonable efforts to plan with community agencies, organizations and associations, other education authorities, and regional health and children's services authorities to support appropriate educational programming for students (MR 155/05)
2. provide staff with direction on informed consent for information sharing from parents (*Manitoba Pupil File Guidelines*)

* The Healthy Child Committee of Cabinet consists of the Ministers of Manitoba Aboriginal and Northern Affairs; Culture, Heritage and Tourism; Education, Citizenship and Youth; Family Services and Housing; Health; Healthy Living; Justice; and Status of Women.

- *The Education Administration Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports* (Manitoba Education, Citizenship and Youth)

Professional Support

The Public Schools Act requires school divisions to employ certified teachers. Issues related to teacher education and certification are dealt with by the Teacher Education Certification Committee (TECC). Staff in Manitoba school divisions must accommodate the diverse needs of all students. As the employing authority, school divisions are responsible for ensuring that staff have, or can develop, the skills needed to meet the identified needs of the student population. Teachers have a professional responsibility to engage in ongoing professional development.

A. As part of their school planning process, school divisions should:

1. identify the needs of the student population and provide the necessary professional learning opportunities for staff
2. support staff in gaining the knowledge and skills to accommodate individual students with exceptional learning needs
3. monitor the effectiveness of programming and practices required for school-based planning and reporting and adjust practices as necessary

Glossary

GLOSSARY

accessibility: removing physical or other barriers or obstacles to ensure access to buildings, facilities, media, materials, electronic systems and environments and to ensure equality for all individuals

accommodation: a means of identifying, preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to their own unique circumstances; the principles of accommodation involve three factors: dignity, individualization and inclusion (Source: Ontario Human Rights Commission); accommodations include adaptations such as alternate format, alternative settings, technology, more time, American Sign Language (ASL) and scribes (see also "reasonable accommodation" below)

adaptation: a change made in the teaching process, materials, assignments or pupil products to help a pupil achieve the expected learning outcomes

appropriate educational programming: a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students

assessment: the systematic process of gathering information about what a student knows, is able to do and is learning to do

assistive technology: any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capability of individuals with disabilities

behaviour intervention plan (BIP): an intervention plan developed by a team to meet a student's social/emotional and behavioural needs

clinician: an individual trained in the provision of support services within the school setting who provides services for students with exceptional learning needs and consultative services for school personnel and parents; and certified under the Teaching Certificates and Qualifications, Manitoba Regulation 515/88, as speech-language pathologists, school psychologists, school social workers, occupational therapists, physiotherapists or reading clinicians

continuum of supports and services: a range of programming and services designed to support students with exceptional needs

co-ordinator of special education: a teacher with special education certification whose duty is to co-ordinate special education services and to provide special education, resource and regular classroom teachers with consultative services

counselling and guidance services support: teachers who provide support for activities that involve

- counselling students and parents
- evaluating students' abilities
- assisting students in personal, career and social development
- providing referral assistance
- working with other staff members in planning and conducting guidance programs for students

curriculum: the curriculum prescribed or approved by the Minister

daily plan: a plan that outlines how a student's individual education plan (IEP) will be carried out each day; outlines a daily timetable for a student and the outcomes or goals to be worked on

differentiated instruction: a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils

dispute resolution: a variety of informal and formal procedures used to identify issues and find meaningful solutions to the issues in dispute (ex: problem solving, negotiation, conciliation, mediation and arbitration)

early identification: the process used to identify students with exceptional learning needs in preschool, kindergarten, the early years or as early as possible in students' education before or after their entry into school

educational assistant: a person hired by the school division to provide support for teachers or for students and supervised by a teacher

expected learning outcomes: the learning outcomes consistent with the curriculum

expulsion: the removal of a student from all schools of a school division permanently, at the discretion of the school board

inclusion: a way of thinking and acting that allows every individual to feel accepted, valued and safe

inclusive education: providing all students with the supports and opportunities they need to become participating members of their school communities

individual education plan (IEP): refers to the written documentation of a specific plan to support a student's exceptional learning needs; the written IEP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may also include resource, clinical and other student service supports; the term IEP is inclusive of other acronyms such as adapted education plan (AEP), behaviour intervention plan (BIP), assisted learning plan (ALP) and so on

individual health care plan (IHCP): a written plan of care for a student with special health-care needs; a registered nurse facilitates development of the IHCP required for all students who require assistance to perform health-care procedures (Group A)

individual transition plan (ITP): a formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system at the age of 16; the plan is developed by a student's IEP team and is reviewed annually

individualized programming: programming designed to meet the needs of students with severe cognitive disabilities who need programming outside the regular curriculum in the areas of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/ intellectual, communication, academic or special health-care needs

informed consent: an individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and the risks; can be withdrawn at any time

in-school team: the people who may be involved with a student on a daily basis at school; key decision makers in the IEP process and may include the student, parents, teacher, resource teacher, counsellor, educational assistant and principal

intersectoral services: services provided for students with exceptional learning needs that involve the collaboration of a variety of government departments, agencies and local organizations to meet the learning needs of individuals

modification: changes in the number or the content of the learning outcomes a student is expected to meet in the provincial curriculum, made by the teacher or school team

most enabling environment: the environment in which the student has the opportunity to participate fully in all aspects of an education (academic, social, emotional) in preparation for school leaving

neighbourhood or local school: the school students would usually attend with their siblings and neighbours

personalized transportation plan (PTP): a written document recording the individual student's exceptional needs and the requirements for transportation services as part of a student's IEP

placement: a school or an alternative learning environment chosen for a student; determined by school and school division policy and in consultation with the school team, including parents

pupil file: a collection of written information about a student's education stored in a file in the school or school division office in paper, electronic or other form

qualified practitioner: a teacher or other professional who has the necessary training, experience, knowledge and competence to ensure that specialized assessments and services are delivered in a professional and appropriate manner

reasonable accommodation: the school's obligation to address special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code* of Manitoba, such as physical or mental disability, etc., and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others or other factors

resource teacher: a teacher whose principal duties are to diagnose individual educational problems, to prescribe special remedial measures for use by teaching staff, to give direct assistance to teachers and students in need of special help and to provide school personnel and parents with consultative services

school-based student services support team: typically includes a school administrator, resource teacher(s), counsellor(s), classroom teacher(s) and others who have responsibility for students with exceptional learning needs; the team helps schools develop exemplary practice in inclusion and in promoting the planning, development and monitoring of IEPs for students in all aspects of their school life

specialized assessment: individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students; includes assessment of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual and adaptive, communication, academic or special health-care needs relevant to students' learning and performance

student services: staff and services provided by the school division to meet the needs of students who have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs

student services administrator (co-ordinator of student services): a teacher with special education certification hired by the school division to co-ordinate and support the student services needs in schools

student-specific outcome: another term currently used for "goal" in an individual education plan (IEP) for a student; states what the student will learn, when this will be accomplished and how the goal will be met

student with exceptional learning needs: a student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs that affect his or her ability to meet learning outcomes

transition: moving a student from one environment to another at key points in his or her development from childhood to adulthood (ex: entry into the kindergarten or nursery school years, transition from the early to middle years, from one grade to the next, or from school to post-secondary education or employment)

universal design: the process of creating systems, environments, materials and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations

APPENDIX

APPENDIX

Principles of Full Citizenship: A Manitoba Strategy on Disability*

Many concepts and values have been recommended to the Government of Manitoba over the past years for the development of a strategy on disability. Some of these speak to the rights (and responsibilities) of Manitobans with disabilities, some acknowledge the responsibilities of public and private sector organizations and institutions, and others declare the fundamental understandings, values and obligations of our society. Some of these principles are already part of public policy, others have not been declared until now.

Many of these principles are helpful in guiding broad policy directions, others deal with program design. All-in-all, these principles will be very helpful in evaluating current policies and programs as well as new policy and program proposals. As such, they will play an important role in developing the Disability Lens.

1.) The Principle of Rights and Responsibilities

Manitobans with disabilities have the same rights and the same responsibilities as other Canadians. They are entitled, as others are, to the equal protection and the equal benefit of the law and require measures for achieving equality, consistent with the *Canadian Charter of Rights and Freedoms*, provincial and federal human rights legislation and international human rights covenants.

2.) The Equality Principle

Manitobans with disabilities have the right to goods and services which will give them equality of opportunity and outcome.

3.) The Respect Principle

Manitobans with disabilities have the right to have their abilities, right of choice and dignity respected in all stages of their lives.

4.) The Inclusion Principle

The Government of Manitoba is committed to an inclusive way of thinking and acting that allows every Manitoban to feel accepted, valued and safe. Manitoba is an inclusive community consciously evolving to meet the changing needs of Manitobans. Through recognition and support, Manitoba strives to provide meaningful involvement and equal access to the benefits of citizenship.

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5.) The Access Principle

Manitobans with disabilities have a right to places, events, services and functions that are generally available in the community.

6.) The Empowerment Principle

Manitobans with disabilities have a right to the means to maximize their independence and enhance their well-being.

7.) The Universal Design Principle

Manitobans with disabilities have a right to expect that infrastructures be designed to meet the needs of Manitoba's population made up of persons spanning the full range of functional abilities rather than of a prototypical average person or norm. Manitobans with disabilities have a right to environments that meet the needs of the range of the population to the greatest extent possible.

8.) The Principle of Self Determination

Manitobans with disabilities have the right to participate in decision-making regarding the design, organization and operation of programs providing goods and services that affect them.

9.) The Freedom Principle

Manitobans with disabilities have the right to the least restrictive environment possible.

10.) The Principle of Social and Economic Integration

Manitobans with disabilities have the right to services and programs that support integrating Manitobans with disabilities into existing social and economic structures rather than segregating such persons into parallel environments.

11.) The Participation Principle

Manitobans with disabilities have the right to participate and be invited to participate in all aspects of the economic, social and cultural life of Manitoba.

12.) The Principle of Early Integration into Family and Home Community

Manitobans with disabilities have the right to programs and services that ensure early and lasting integration into society and avoid forcing individuals to leave their families and home communities.

13.) The Principle of Flexible Service Delivery

Manitobans with disabilities have the right to programs and services that are flexible enough to accommodate individualized service delivery including options for self and family managed service delivery.

14.) The Systemic Responsibility Principle

The responsibility to include and ensure accessibility for Manitobans with disabilities to general systems of society (including education, employment, housing, transportation, communications, market and infrastructure) rests with the public and private organizations which operate these systems.

15.) The Awareness Principle

Commitment and action to raise public awareness minimizes environmental barriers, removes systemic barriers and remedies social attitudes evolving from ignorance, indifference and fear, presently impeding the full inclusion and participation of Manitobans with disabilities.

16.) The Prevention Principle

Society has an obligation to ensure that effective measures will be developed to prevent the occurrence of impairments, the disabilities that may result from impairments, and the handicaps that result when environments fail to accommodate impairments and disabilities.*

* Note: Other instruments, such as declarations, which, although not technically binding in Canada, can have very important interpretive consequences.

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